DOCUMENT RESUME

ED 166 545 CE 019 981

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TITLE	Career Education: The Policies and Priorities of Businesses, Organizations and Agencies. Report No. 120.
INSTITUTION	Education Commission of the States, Denver, Colo.
SPONS AGENCY	Office of Career Education (DHEW/CE), Washington, D.C.
PUB DATE	Jan 79
GRANT	G007C0096
NOTE	38p.; Not available in hard copy due to small print in the original document. For related documents see CE 019 978-980
AVAILABLE FROM	Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Administrative Policy; *Career Education; Educational Philosophy; Educational Policy; *Organizations (Groups); *Policy Formation
IDENTIFIERS	United States

ABSTRACT

This booklet, the last in a series of four, acquaints individuals within public and private organizations and agencies who are interested in developing formal career education policy statements with the policy positions, trends, and priorities of other groups within the public and private sector. Following an introduction, the content is presented in four sections. The first covers the concept of career education and its components. The next section, which constitutes half of the document, is of particular career education issues that individual organizations have addressed within their position papers, policy statements, resolutions, and other documents (e.g., program statements and reports). The organizations covered in the checklist represent business and industry, labor, education, special interest groups, and government agencies and advisory councils. In section three organizational patterns of emphasis revealed by the checklist are briefly discussed. The last section provides for those individuals with strong interests in career education five suggestions for action. Some sample policy statements, position papers, resolutions, and organizational philosophies are attached. (EM)

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ED166545

Career Education:

The Policies and Priorities of Businesses, Organizations and Agencies

Report No. 120

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Education Commission of the States
Denver, Colorado

Warren G. Hill, Executive Director

January 1979

Additional copies of this report may be obtained from the Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295 (303) 861-4917.

CE 019 981

The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education. This project is supported by Career Ed Grant No. G007C0096.

ACKNOWLEDGMENTS

This report was prepared by Nancy Cain Ahmann, a consultant to the Career Education Project, with the assistance of the project staff. It is based on the suggestions and recommendations of the Task Force on Career Education of the Education Commission of the States (ECS). A list of the task force members appears on the following page.

The publication was prepared under the direction of Gene Hensley, director of the Career Education Project, Department of Elementary/Secondary Education.

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CONTENTS

Preface vii

Introduction ix

Career Education: Concepts and Components 1

A Checklist of Considerations

- Business and Industry 4
- Labor 7
- Education 8
- Special Interest Groups 12
- Government Agencies/Advisory Councils 14

Areas of Organization Emphasis 16

Suggestions for Action 19

A Sampling of Policy Statements, Position Papers, Resolutions and Organizational Philosophies 20

PREFACE

In 1977 a national Task Force on Career Education was established by the Education Commission of the States (ECS) with funding from the Office of Career Education, U.S. Office of Education. The Task Force, which is chaired by Governor George Busbee of Georgia, is composed of leading figures in the career education movement from business/industry, labor, education and government. A list of the members of the task force appears on page iii.

This report is one of four task force reports dealing with the development of career education policies and legislation at the state level — based on the collaborative efforts of business/industry, labor, government and education. Unlike the other three reports[1], this publication is primarily directed at individuals within organizations and agencies, both public and private, who have developed a commitment to the concept of career education and who wish to develop new or strengthened policy positions reflecting that commitment.

Why have businesses, organizations and agencies been responsive to the concept of career education? And why have they translated that commitment into formal policy statements and active involvement in career education activities? As the information in this report shows, a wide range of business/industry, labor, education and government organizations have endorsed career education as a way of better preparing today's students to become active and productive participants in tomorrow's society. Although they stress somewhat different objectives and priorities, these very different types of agencies and organizations have come to recognize in career education a means of providing a more capable — and more satisfied — participant in our changing economic and social environment.

The breadth of commitment to career education is largely due to the breadth of the concept itself. Short definitions of career

[1] The remaining three task force reports are directed primarily toward individuals who are concerned with strengthening state policies and legislation in the area of career education. They include ECS Report No. 117, *Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor;* ECS Report No. 118, *Legislating for Career Education: A Handbook for State Policy Makers;* and ECS Report No. 119, *An Overview of State Career Education Laws,* January 1979. They are available in limited quantity from the Career Education Project, Education Commission of the States.

education, such as the one provided in *Legislating for Career Education: A Handbook for State Policy Makers* suggest the dimensions of career education, but do not in themselves provide a listing of the many applications of career education that have come into existence. These applications, with their implications for education and for the future of the nation, have attracted the interest and support of many diverse elements in today's society. It is rare to find a single concept that has attracted the support of both business and labor, of both political parties, of taxpayers, educators, students and parents.

The information in this report indicates why these diverse elements have been attracted to career education. It contains both a sampling of some of their formal position statements as well as an analysis of the trends and priorities of different groupings in both the public and private sectors. It is designed to help other businesses, organizations and agencies that are interested in developing formal policy statements by acquainting them with what others have done and with the rationale for their actions.

The information in this report will also be of interest to state officials who wish to encourage the involvement of business, industry and labor in the development of career education policies and programs. An understanding of why different economic interests have become involved in career education, and have come to support it, is essential to involving others — and the involvement of such groups is critical to the successful implementation of career education.[2]

Certainly, if career education is to fulfill its potential — which is the totality of the objectives of the many groups and individuals who have lent it their support — then these groups and individuals will have to be involved in its planning and implementation, from the establishment of career education policies at all levels of government to the actual implementation of career education in the classroom and community. This report is designed to strengthen and encourage that involvement.

[2] The importance of collaborative efforts has been widely recognized and widely discussed. Of particular value in this discussion is the series of monographs on the collaborative process that have recently been made available by the Office of Career Education, USOE. Also see ECS Report No. 117 cited above.

INTRODUCTION

What is career education, and what do people want or expect from it? Definitions and misconceptions abound; almost everyone agrees that the concept is a good thing, but some have difficulty describing what it is, how it works, and what it is supposed to accomplish.

The Career Education Project of the Education Commission of the States decided to gather information by contacting numerous groups and organizations to obtain policy statements, position papers, resolutions or expressed organizational philosophy on the subject.[3] Of particular interest was how the concept relates to each organization's goals and activities and how different kinds of organizations defined the concept of career education.

The effort to collect these statements was in no way intended to be a comprehensive survey. The list of those to be contacted was developed from a variety of sources. A search of the available career education literature, personal communications, pamphlets and other printed materials provided names of businesses, agencies or organizations that might have an expressed point of view. In a very real sense the effort was a "paper chase" — those who responded provided written clues as to what current areas of emphasis might be. In some cases unsolicited information[4] was forwarded to the project by interested persons in both the public and private sectors.

Many groups and organizations sent pieces of information that did not fall under the classifications of policy statements, position papers, resolutions or formal organizational philosophy. General support for the concept was expressed by nearly all such organizations, however, and many were involved in career education programs.

The information from those who responded with an official statement was analyzed — in all, 44. The statements were divided into five categories — those from business/industry, labor, education, special interest groups and government agencies and advisory councils. A review of the statements revealed certain common key

[3] Hereafter referred to as "statements."

[4] In fact, it was the influx of unsolicited information that prompted further study shortly after the project began.

words and phrases that tended to run throughout most statements. A checklist of these terms was created and particular areas of emphasis by organizations were noted.

This approach was not intended to provide a comparative rating system to demonstrate good, less good, or poor concepts — the checklist was developed only to show trends and areas of emphasis both within groups and across group lines. Judgments of this kind are bound to be somewhat subjective, although every attempt was made to avoid subjectivity. While many organizations, if asked, would no doubt respond affirmatively to most of the considerations listed on the checklist, items were not checked unless the policy statement, resolution, or position paper specifically mentioned them. In other words, a survey was not conducted asking organizations for exhaustive replies with regard to their position on career education — rather, an analysis of formal written statements on the subject was made.

Career education is an evolving concept. Some statements from organizations were written several years ago and may need to be revised to reflect the momentum that has been gained as programs have been implemented. In a similar vein, many groups that do not have official positions may wish to develop them, particularly if they are actively involved in promoting career education projects.

This paper is meant to serve as an interim report of the ECS Task Force on Career Education. The ongoing data-gathering process will continue over the next year, and a periodic analysis will be made of the information received. Organizations with newly-developed or revised policy statements on career education are encouraged to send them to Gene Hensley, Director, Career Education Project, at the ECS address.

CAREER EDUCATION: CONCEPTS AND COMPONENTS

Career education began taking hold in 1971 when Sidney Marland, then U.S. Commissioner of Education, coined the phrase and gave the concept top priority. It can be broadly defined as an "effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living."[5]

Simply stated, the goal of career education is to create a real understanding about the relationship between education and work. Kenneth B. Hoyt, Director of the U.S. Office of Career Education, has continued Marland's emphasis on educational reform by saying what we are really talking about is the reform of the entire education system.

With varying degrees of emphasis, the policy statements, resolutions and position papers analyzed stressed the following key concepts of career education as both desirable and necessary:

- Preparation for successful working careers should be a key objective of all education. In every course, teachers should emphasize, whenever appropriate, the career implications of the substantive content they teach.
- Preparation for careers should stress the importance of work attitudes, basic skills, self-assessment and understanding, human relations skills, responsible citizenship, orientation to the world of work, understanding of the economic system, exposure to alternative career choices, as well as the acquisition of actual job skills. The goal of education should include an emphasis on preparing school leavers to change with change in the world of employment.
- Learning should not be reserved for the classroom alone. Learning environments should also be identified in the home, the community, with private and public employers, and with

[5] Kenneth B. Hoyt, *A Primer for Career Education*, Monographs on Career Education, Office of Career Education, U S. Office of Education, Department of Health, Education and Welfare, page 5. This publication and other monographs from the Office of Career Education have been major contributors to the development of the existing conceptual base for career education. They have also contributed to the development of organizational policies, in both the private and public sectors, and to the content of this report as well.

labor organizations. Students must be given an opportunity to become aware of and explore occupations through direct interaction with the physical and human resouces of the business/industry, labor, professional and government communities. Work experience — paid or unpaid — must become an education option available to all students; it must not simply remain an alternative program for those who fail to profit from the academic curriculum.

- Career education is part of lifelong learning. It should begin in early childhood and continue throughout the regular school years, allowing enough flexibility for students to leave school, gain experience and then return to school for further education. It should include opportunities for upgrading the education and skills of adults and should contribute to the productive use of leisure time and to the retirement years.

- Career education should be a basic and pervasive approach to all education and should complement other legitimate educational objectives (including citizenship, family responsibility, basic education, etc.). Pupils can acquire the skills, knowledge and attitudes career education seeks to convey while simultaneously being motivated to learn and to increase the amount of subject matter actually assimilated.

- The full range of educational and occupational opportunities must be made available, to the greatest possible extent, to minority persons, handicapped persons and women, as well as to others in society.

- A clear distinction should be made between vocational education and career education. Vocational education represents a body of substantive knowledge designed to provide students with specific vocational skills necessary for entry into the occupational society. Career education is an instructional strategy to be threaded through all instructional programs at all levels of education. It is designed to provide students with the skills and attitudes needed to adapt to a changing society.

- Guidance and counseling programs should be expanded to assist young people in making wise career choices and to include services devised and operated throughout the community to assist persons in the career development process.

- Career education is not an "add on" approach to educational change. It involves changing the attitudes, knowledge, skills

and actions of all participants so that a refocusing of education can occur. Thus, inservice education is a topic of major importance for career education.

These concepts indicate that career education is not perceived by the groups and organizations contacted as only appropriate for a specific time segment in education (such as elementary or secondary school) or as separate subject matter (such as vocational or academic education). It encompasses both of these and more — it is a basic part of all education. Career education is seen as a means of achieving a specific objective — successful career performance — which is practical, measurable, and not exclusive of other legitimate objectives. A key concept is that all honest and productive human activity is honorable and legitimate. Career education involves the identification of attributes that make for lifetime career success, whether as employee or employer, laborer or professional and is seen as denying to the school any monopoly as a learning environment while giving to the school a key role in identifying and coordinating all learning environments, that can further career goals.

These beliefs are reflected throughout the various statements included in this report and are the basic underlying assumptions that have given career education its own unique identity. They have also provided a strong conceptual base for its continued development as a major approach to educational change. In the following chapter a more specific listing of the topics dealt with in individual organizational statements is provided.

A CHECKLIST OF CONSIDERATIONS

Business and Industry

Career education should address the issues of:	American Industrial Arts Association* (PP)	American Telephone and Telegraph Company (PS)	Associated Contractors of Ohio (R)	Chamber of Commerce of the U.S. (PS)
Basic skills				
Youth employment				
Lifelong learning	X			
Adult education				X
Inservice education				X
Work experience/ exposure to world of work			X	X
Guidance and counseling for career options				X
Awareness of dignity of all work				X
Total community involvement of resources	X	X		X
Preparation for responsible citizenship	X			X
Equal opportunity in employment				
Self-assessment and understanding	X			X
Development of occupational skills	X			X
Career resource centers and placement services				X
Career development	X			
Appropriate education for special needs groups				
Practical knowledge about the world of work		X	X	X
Economic awareness	X	X		
Distinction between career education and vocational education	X			

PP = Position paper; PS = Policy statement; R = Resolution

**Analysis of this organization is included under other categories as well.*

Business and Industry continued

General Electric (O)	General Motors (PS)	Husky Oil (O)	National Alliance of Businessmen (R)	National Association of Manufacturers (PS)
	X			
X				X
X				
X				
X	X			X
X	X	X	X	X
X				
X	X		X	X
X	X			
X	X			
X	X			
X				
X		X		
X				
X	X	X	X	
X	X			X

PS = Policy statement; R = Resolution, O = Other, e.g., program statement, report

Business and Industry continued

Career education should address the issues of:	National Retail Merchants Association (PS)	Ohio Bell (PS)	Ohio Newspaper Association (R)	Susquehanna Manpower Corporation (R)
Basic skills				
Youth employment				
Lifelong learning				
Adult education				
Inservice education			X	
Work experience/ exposure to world of work	X	X	X	X
Guidance and counseling for career options		X	X	
Awareness of dignity of all work				
Total community involvement of resources				
Preparation for responsible citizenship		X	X	
Equal opportunity in employment				
Self-assessment and understanding		X	X	
Development of occupational skills				
Career resource centers and placement services				
Career development			X	
Appropriate education for special needs groups				
Practical knowledge about the world of work		X	X	
Economic awareness			X	
Distinction between career education and vocational education				X

PS = Policy statement, R = Resolution

Labor

AFL-CIO (PS)	American Federation of Teachers* (PS)	National Manpower Institute (PS)	United Auto Workers (PS)
			X
			X
	X		X
	X		X
	X		
	X		
X	X		
		X	
X	X		X
X			X
			X
	X		
	X		X
	X		
X	X		

PS = Policy statement

**Analysis of this organization is included under other categories as well.*

Career education should address the issues of:	American Association of State Colleges and Universities (PS)	American Federation of Teachers* (PS)	American Industrial Arts Association* (PP)	American Personnel and Guidance Association (PP)
Basic skills				
Youth employment				
Lifelong learning	X	X	X	
Adult education	X	X		
Inservice education	X	X		X
Work experience/ exposure to world of work	X	X		
Guidance and counseling for career options	X	X		X
Awareness of dignity of all work	X			
Total community involvement of resources			X	X
Preparation for responsible citizenship	X	X	X	
Equal opportunity in employment				
Self-assessment and understanding	X		X	X
Development of occupational skills	X		X	
Career resource centers and placement services	X	X		X
Career development	X		X	X
Appropriate education for special needs groups		X		X
Practical knowledge about the world of work	X	X		
Economic awareness		X	X	
Distinction between career education and vocational education			X	X

PP = Position paper, PS = Policy statement

**Analysis of this organization is included under other categories as well.*

Education continued

American Vocational Association (R)	Association of Community College Trustees (PS)	College Placement Council, Inc. (PS)	Council for Exceptional Children* (PS)	Council of Chief State School Officers (PS)
				X
				X
				X
				X
		X	X	X
		X	X	X
	X			X
X		X	X	X
			X	X
			X	
		X	X	X
			X	X
		X	X	X
		X		X
			X	X
		X	X	X
			X	X
X		X		

PS = Policy statement, R = Resolution

**Analysis of this organization is included under other categories as well.*

Education continued

Career education should address the issues of:	National Advisory Council on Career Education* (O)	National Advisory Council on Vocational Education* (PS)	National Association of Elementary School Principals (PS)	National Association of State Boards of Education (O)
Basic skills	X			
Youth employment	X			
Lifelong learning	X	X		
Adult education	X			
Inservice education	X	X	X	
Work experience/ exposure to world of work	X	X		X
Guidance and counseling for career options	X	X	X	X
Awareness of dignity of all work	X		X	
Total community involvement of resources	X	X	X	
Preparation for responsible citizenship	X		X	
Equal opportunity in employment	X			
Self-assessment and understanding	X		X	X
Development of occupational skills	X			X
Career resource centers and placement services	X	X		
Career development	X			
Appropriate education for special needs groups	X	X		
Practical knowledge about the world of work	X	X		
Economic awareness	X			
Distinction between career education and vocational education	X	X		X

PS = Policy statement; O = Other, e.g., program statement, report

**Analysis of this organization is included under other categories as well.*

Education continued

National Congress of Parents and Teachers (PTA) (O)	National Education Association (R)	National School Boards Association (R)	Policies Commission for Business and Economic Education (PS)	7001 Limited (PS)
X				
			X	
	X			
X	X	X	X	
X	X		X	X
X		X	X	
X		X		
X	X			
X	X		X	
				X
X				
				X
			X	
X		X	X	
X				
X		X		

PS = Policy statement; R = Resolution; O = Other, e.g., program statement, report

Special Interest Groups

Career education should address the issues of:	B'nai B'rith Career and Counseling Services (R)	Boy Scouts of America (PS)	Council for Exceptional Children* (R)	Delta Sigma Theta, Inc. (R)
Basic skills				
Youth employment				
Lifelong learning				X
Adult education				
Inservice education				
Work experience/ exposure to world of work	X	X	X	
Guidance and counseling for career options		X	X	
Awareness of dignity of all work	X			
Total community involvement of resources		X	X	
Preparation for responsible citizenship		X	X	X
Equal opportunity in employment	X			
Self-assessment and understanding			X	
Development of occupational skills			X	
Career resource centers and placement services			X	
Career development	X			X
Appropriate education for special needs groups			X	X
Practical knowledge about the world of work			X	
Economic awareness			X	X
Dintinction between career education and vocational education				

PS = Policy statement, R = Resolution

**Analysis of this organization is included under other categories as well.*

Special Interest Groups continued

National Association for Industry-Education Cooperation (PS)	National Association for the Advancement of Colored People (NAACP) (R)	National Collaboration for Youth (PS)	National Conference of State Legislators (PS)
		X	X
		X	
X	X		
X		X	X
	X	X	
X	X	X	X
X			
		X	
		X	X
		X	
	X		
		X	X
X			

PS = Policy statement, R = Resolution

Government Agencies/Advisory Councils

Career education should address the issues of:	National Advisory Council on Adult Education (R,PP)	National Advisory Council on Career Education* (O)	National Advisory Council on Vocational Education* (PS)	Office of Career Education (USOE) (PS)
Basic skills	X	X		X
Youth employment		X		X
Lifelong learning	X	X	X	X
Adult education	X	X		X
Inservice education	X	X	X	X
Work experience/ exposure to world of work		X	X	X
Guidance and counseling for career options	X	X	X	X
Awareness of dignity of all work		X		X
Total community involvement of resources	X	X	X	X
Preparation for responsible citizenship	X	X		X
Equal opportunity in employment		X		X
Self-assessment and understanding	X	X		X
Development of occupational skills	X	X		X
Career resource centers and placement services		X	X	X
Career development	X	X		X
Appropriate education for special needs groups	X	X	X	X
Practical knowledge about the world of work		X	X	X
Economic awareness		X		X
Distinction between career education and vocational education		X	X	X

PP = Position paper; PS = Policy statement; R = Resolution; O = Other, e.g., program statement, report

**Analysis of this organization is included under other categories as well.*

Government Agencies/Advisory Councils continued

U.S. Conference of Mayors (R)	U.S. Department of Agriculture (4-H) (PS)
X	X
X	X
X	X
X	X
	X
X	X
	X
X	
	X
	X
	X
X	

PS = Policy statement, R = Resolution

AREAS OF ORGANIZATION EMPHASIS

Who cares most about what in career education? A glance at the checklist reveals some interesting patterns of emphasis for both the total group and for subgroups.

Overall, the most significant area of concern (with over three-fourths of all groups and organizations citing it) is work experience/exposure to the world of work, followed closely by guidance and counseling for career options and total community involvement of resources. In terms of guidance and counseling, there is a strong prevailing concern that students do not have adequate access to career information at an early enough age that they can take course work that lends itself to the development of career interests. There is also a high level of concern (third in importance) that community efforts are fragmented, leading to unnecessary duplication and gaps in needed services. Further, the general lack of coordination prevents many students and teachers from fully benefiting from those services that are available.

Cited over half the time as central to career education were: (1) preparation for responsible citizenship, (2) practical knowledge about the world of work and (3) self-assessment and understanding. About one-third of the groups noted the issues of lifelong learning, inservice education, development of occupational skills, career resource centers and placement services, career development, appropriate education for special needs groups, economic awareness and the distinction between career education and vocational education. One-fourth or less of the policy statements analyzed referred to the attainment of basic skills, youth employment, adult education, awareness of the dignity of all work and equal opportunity in employment.

In the business and industry community, the most important single factor identified in career education was work experience/exposure to the world of work. Of the 13 statements included here, 11 or 85 percent, believed that students should participate more directly in the world of paid employment, either through "hands-on" experience or through site visits, classroom speakers or curriculum tools. Nine cited the importance of obtaining practical knowedge about the world of work while seven mentioned the issues of the total community involvement of resources. Six statements referred to preparation for responsible citizenship, self-assessment and understanding and economic awareness, while

five identified inservice education. Guidance and counseling for career options, development of occupational skills and career development were mentioned in 4 of the 13 statements.

Labor organizations were noticeable for what they *don't* want to see in career education. What they don't want, specifically, is a student taking a worker's place. The American Federation of Teachers, for example, states that "Misdirection must be avoided when career education programs involve any kind of experience at the job site; they should be tried only in industries where there is full employment and where no adult worker will be displaced." The AFL-CIO points out that "no career education plan should be permitted to compromise existing laws concerning child labor or minimum wage." Labor agrees, however, about the importance of the relationship between education and work. Two of the statements stressed career education as lifelong learning and focused on the issues of adult education, guidance and counseling for career options, self-assessment and understanding, appropriate education for special-needs groups and economic awareness. Three referred to career education as preparation for responsible citizenship.

The education section also reveals some strong trends or priorities. Of the 18 statements analyzed, 14 stressed the value of guidance and counseling for career options. Approximately two-thirds indicated that career education should include the components of work experience/exposure to the world of work, self-assessment and understanding and total community involvement of resources. Over one-half named preparation for responsible citizenship, career resource centers and placement services, practical knowledge of the world of work and the distinction between career education and vocational education as important. Between six and nine comment on the significance of lifelong learning, inservice education, awareness of the dignity of all work, development of occupational skills, career development, appropriate education for special-needs groups and economic awareness. It is interesting to note those components cited *least* frequently by education groups and organizations. When defining career education for their own purposes, fewer than one-fifth comment on the importance of basic skills, youth employment and equal opportunity in employment.

The most predominant career education concerns of the special-interest groups[6] included here were work experience/exposure to the world of work and total community involvement of resources,

[6]The term "special interest group" as used here simply refers to organizations that represent some specific constituency.

which were cited in six of the eight statements. Guidance and counseling for career options and preparation for responsible citizenship were mentioned in four statements. The topics of development of occupational skills, appropriate education for special-needs groups, practical knowledge about the world of work and economic awareness were each mentioned in three statements. Mention of other components was not significant.

The final subgroup includes government agencies and advisory councils. All of the six statements in this group indicated that career education should stress the importance of guidance and counseling for career options. The issues of basic skills, work experience/exposure to the world of work, total community involvement of resources, preparation for responsible citizenship and appropriate education for special-needs groups, were all mentioned in five of the six statements. The components of youth employment, lifelong learning, inservice training, self-assessment and understanding, development of occupational skills, career resource centers and placement services, practical knowledge of the world of work and the distinction between career education and vocational education were mentioned in four statements while adult education and career development were each cited in three statements. Proportionally, government agencies and advisory committees cite more specific considerations than any other subgroup in their policy statements and resolutions on career education.

It is interesting to note that both business/industry and special interest group organizations placed an emphasis on work experience/exposure to the world of work while labor organizations stressed preparation for responsible citizenship. Guidance and counseling was the more frequently mentioned concern of both education organizations and government agencies/advisory councils. Clearly, there are not enough statements included here, particularly in the labor subgroup, to warrant broad generalizations. However, the emphasis placed by the different subgroups on areas of greatest concern to them may help pave the way to a better understanding of the motivating factor that led to their involvement in career education.

SUGGESTIONS FOR ACTION

Organizations and agencies with strong interests in career education may want either to adopt policies or review existing ones. The following suggestions are offered to assist them in that effort.

1. Organizations should review existing policy statements or resolutions to determine the extent to which they reflect current career education priorities and activities.

2. Organizations should consider the possible advantages of working with other groups to achieve common goals in policy areas. It may be possible to create a unified and coordinated approach to career education without sacrificing individual group interests.

3. Inasmuch as collaboration among representatives of business/industry, labor, government and education is essential to the future success of career education, organizations and agencies currently engaged in cooperative activities should also analyze and note similarities and differences in formally-stated philosophies and policies as a first step in facilitating productive, goal-oriented relationships.

4. In some cases, phrases such as, "economic education," "citizenship," or "consumer education," mean different things to different people. Where the possibility of misunderstanding exists, terms should be clearly defined in organizational statements.

5. In some instances policy statements have an empty ring in that they lead to no productive end. Policy statements should be reviewed to determine if they reflect a commitment to involvement in career education activities at the local, state or national levels.

A SAMPLING OF POLICY STATEMENTS, POSITION PAPERS RESOLUTIONS AND ORGANIZATIONAL PHILOSOPHIES

American Association of State Colleges and Universities

Career education is a life-long process beginning with the individual's primary years and continuing through retirement. It is a process which can be aided by educational experiences ranging from kindergarten through adult and continuing education. Career education is a composite of activities, experiences and results that prepares people for successful integration of education and work which enhances a rewarding personal life style.

Self-assessment and understanding are basic to career education. It is important to provide opportunities for individuals to develop a realistic perception of their own unique capabilities. Individuals also should be provided education and work experiences which make them aware of available occupational opportunities. These opportunities will enable individuals to select and prepare for occupations or clusters of occupations that will be socially needful, economically rewarding, and personally satisfying.

The career selection and planning process is a key element of career education. Individuals likely will experience several job shifts and changes during their career development. Therefore, guidance and counseling should be integrated into the curriculum to help them develop career decision-making skills.

Achievement of career goals is directly related to the development of occupational skills. Career preparation should provide sets of predesigned learning experiences which prepare the individual for a known set of job related tasks and requirements. This can be done by blending general education and the basic academic disciplines with a curriculum that develops skills and knowledge essential to securing initial employment, and provides a foundation for progressive experience on the job. Career education also should develop responsible citizens with a positive attitude toward work.

American Federation of Labor and Congress of Industrial Organizations (AFL-CIO)

Recently federal interest in education has been preoccupied with career education, a somewhat vaguely defined term that has come generally to mean that: 1) the early grades in school should be focused upon making children aware of the wide range of careers which will one day be open to them; 2) teaching in the middle grades a few rudimentary skills which are useful in several occupations; and 3) in the high school years, releasing students for a considerable part of their day to actually gain experience in the work place.

Organized labor has long argued that there should be a close relationship between education and the work place, and it is therefore not surprising that labor has followed with considerable attention developments in the field of career education. At local, state, and federal levels union leaders have devoted a great deal of time and energy to conferences, committees, and projects concerned with various aspects of career education.

Having been involved in the planning efforts, labor has come to know both the merits and the potential dangers in career education. Some of the concerns of organized labor involve directions which must be set by the new administration and particularly by the Department of Health, Education, and Welfare. Among those labor concerns are the following:

1) Preparation for a job is one of the functions of education, but is by no means the sole function. Education must prepare students to be intelligent consumers as well as efficient producers; education must prepare students for their future roles in the family; education must prepare students to be well-informed citizens of their community, their nation, and their world. Above all, education should help students to fulfill the best that is within themselves.

2) Career education should widen the career options which are available to the student rather than to focus his or her efforts towards a single trade or occupa-

tion. Flexibility is of utmost importance in periods of rapid technological change such as we are in now.

3) No career education plan should be permitted to compromise existing laws concerning child labor or minimum wages. Health and safety standards were enacted for good reason and they must not be relaxed for young workers. There has been a great deal of loose talk about how career education should release students from the classroom, usually for the last two years of high school, thus enabling them to gain work experience in business or industry. Some of those suggestions have even included provisions for students doing useful work for no payment whatsoever. The AFL-CIO is committed, as it has always been, to compulsory school attendance laws, and certainly to the principle that anyone doing useful work for an employer must be paid for it at the prevailing rates.

Chamber of Commerce of the United States

A vital aspect of education is to prepare people for practical and suitable careers in jobs necessary and available in our society. Our educational institutions should develop programs which will eliminate the false dichotomy between the intellectual and the practical aspects of living and work.

Every student moving through our schools and colleges, from the primary grades to and including adult education, should be provided with career guidance and with employment opportunities to develop knowledge and understanding of the world of work. To this end, appropriate career planning and placement, as well as guidance and counseling, programs are needed at all levels of education. In particular these should acquaint people with options leading to wise career choices and thus to personal feelings of dignity and worth.

Limited Federal support is desirable in order to assist in and stimulate development of effective programs to acquaint administrators, teachers and faculty members with the career education concept, to develop new curricula, to inform school guidance counselors and career counselors about the skills and attitudes that job applicants must have to find employment, to keep it and to advance in it.

Business people and chambers of commerce should cooperate with boards of education, community colleges, technical institutes and colleges and universities to assist them in developing more relevant and authentic career education programs — programs that allow easy entry and exit by students. Business people should provide technical advice on career programs, curricula materials and equipment, and cooperative work programs.

Business people and chambers of commerce are urged to work with parents and other citizens to remove the negative bias toward any programs which prepare people for occupational pursuits. Equal concern for and assistance to candidates should be offered whether they are entering the world of work from high school, college or elsewhere in the career spectrum. Pride in work of all kinds should be encouraged throughout the formal educative process. Higher education should not be looked upon as the only road to a career, but its rewards for the individual and for society should remain a challenge to those who choose this route to a career.

National Education Association

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in awareness and exploration to aid students in career course selection.

The association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching profession should be encouraged to provide inservice experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs.

National Conference of State Legislatures

Estimates indicate that each year between two and three million students leave formal education without a marketable skill or a career goal. Moreover, scores of thousands graduate with skills in field which are highly overcrowded. The enormous waste of time and talent in allowing young people to leave school absent adequate training or skills to enter the labor force at a level commensurate with their capabilities can no longer be tolerated.

The NCSL believes that the education community has an obligation to familiarize children in the early grades with the career-oriented world they will live in as adults. Education must be reformed and redirected so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans. Curricula must seek to relate the world of theory to the world of work, so that learning is not viewed as an abstraction, separated from life's realities.

Students, at every stage of the educational process, should be apprised as to the range of careers available, as well as the kinds of careers that may emerge in the future, and provided guidance and help in acquiring the kinds of skills (both mechanical and academic) such careers demand.

If career education is to become a part of accepted educational practice, some fundamental changes in attitudes, priorities and actions on the part of education policy makers will be required. In order to further this reformation, state legislatures are encouraged to initiate the following actions:

- Sponsor permissive legislation providing a financial stimulus for the adoption of career education programs,
- Amend teacher certification laws to include special provisions for special teachers of career education,
- Review child labor laws to help insure opportunities for school-industry cooperation.

States are further encouraged to develop career education plans that involve the cooperative effort of various academic, vocational, local government and business communities — including community colleges, vocational-technical schools and institutes, state and local manpower training programs, public and private employment agencies, and elementary-secondary schools and colleges and universities (public and private). Emphasis should be placed on coordinating vocational, special and occupational education programs, manpower training and placement activities, and academic programs.

National Congress of Parents and Teachers (PTA)

A career can be very satisfying: it can give purpose to one's life.

But more than that, it can make the difference between economic independence and economic dependence.

Unfortunately, many young persons today are missing out in the world of work.

It is obvious that these young people have not been equipped for that ultimate responsibility which all adults must face: the need to earn a living for forty or more years.

The reasons for this failure are many. To give just one example: Children are usually isolated from the adult world of work. Few parents work at home and children seldom have a chance to see where their parents work, never mind what kind of work they do.

A National Movement Grows

Within the past several years, a national movement has been growing that seeks to prepare students to achieve economic independence and personal fulfillment — and to cultivate in them an appreciation for the dignity of work.

Its impact is being felt in schools across the country. The movement is called "career education."

Although individual aspects of career education have been present in American education since the early 1900s, the modern concept, and the term itself, first received national attention in 1971.

It was in that year that Sidney P. Marland Jr., then U.S. Commissioner of Education, declared career education to be a top priority of his administration.

Career Education: The Basics

Programs in career education tend to vary from one school to another — which is as it should be, considering the variety of students who must be served.

Any complete program in career education, however, can be expected to include opportunities for students to develop not only an awareness of their own interests and talents — but an understanding of how these mesh with the options and demands of the job market.

Such preparation will also involve a broad orientation in a variety of occupations (professional and nonprofessional), an in-depth exploration of selected (occupational) clusters, a preparation for careers, an understanding of the economic system of which jobs are a part and placement assistance.

Career education, then, in brief, is an attempt to join the two worlds: the academic world and the world of work.

But it is not a substitute for, nor should it interfere with, basic education. Instead, career education should emphasize basic learning skills as necessary for living and working; if it fulfills its potential, it should also help to provide the motivation that some students lack to learn these skills.

Finally, career education is not simply a new word for vocational education. Its aims are much broader. Vocational education — which prepares students for employment in skilled and technical fields — is only one option available to students enrolled in a career education program.

Thought to be most effective when integrated into a school's total curriculum, career education is usually not offered as a separate school subject. And, ideally, it should be made available to *all* students at *all* levels of education — elementary through post-high school.

This kind of program can succeed only through the combined efforts of the school; business, professional and labor communities; and the family.

The Teaching of Career Education

Although career education programs may vary from school to school, children in elementary grades generally are introduced to the concept of work and jobs, the need to work, and the many different varieties of work. The emphasis is on developing an awareness of — and a motivation and appreciation for — work.

In the middle grades, students have opportunities to become acquainted with the many careers open to them.

And in high school, they begin to learn specific skills and to experience firsthand those careers that appear to meet their particular interests and abilities.

It's Parents' Work

How can you, as a parent, help your own and other children prepare themselves better for a career? What can you do? Here are some suggestions.

- Give your child a chance to be exposed to your own career, and be willing to talk about your work experiences. Some of a child's most effective career education experiences will come from the home.
- Talk with your local school officials to determine what kind of career education programs are available for youth and adults in your community.
- If none is available, you may want to encourage members of your board of education, chamber of commerce, labor organizations, or state department of education to consider developing career education as a part of the course of study.
- Offer to discuss your work experiences at your child's school or, better yet, if no program for bringing resource persons into the classroom exists, propose that your PTA unit sponsor one.
- Work with individual students who express an interest in learning about your particular career area.
- Encourage local industry to make their plants available for visits and tours.
- Suggest and promote career education days and other career education programs in your local community.
- Participate in or help to organize sessions to obtain current information on career education.
- Show a film or filmstrip on career education at one of your PTA meetings. A filmstrip/cassette presentation, in color, on career education is available from each state PTA office. It was produced by the National PTA with funds from the U.S. Office of Education.

In recent months career education has blossomed on the education scene. Career education is a concept and educational delivery system designed to provide a learning vehicle so *every* student involved in the public education process will acquire basic skills, prepare for social participation and change, think creatively and critically, develop a strong self-concept, and learn vocational, technical and academic skills. Preparing young people for their roles as workers in the occupational field is an important part of the career education concept. It is also the type of education which should equip all students to perform effectively and contribute constructively to society.

Career education is a response to the call for educational reform of a system which has failed to respond viably to the educational needs of today's society. The UAW, along with other labor organizations, participated in the development of this reform.

The call for educational reform is a reaction to the many problems with conventional public education which have surfaced. Factors identified with these problems include:

- The low performance levels of graduating students, necessitating extensive remedial education.
- Education has not been related to actual living experiences.
- Public education fails some 2-1/2 million students annually. These are identified as high school dropouts, college dropouts and students in the general education track.
- Students making the transition to a post-school environment face frustrating experiences, demonstrated by inability to relate effectively to the complexities of community and family structures.
- Failure to provide quality education to minority and economically disadvantaged students.
- Current public education stresses teaching rather than learning.
- Disproportionate emphasis toward college preparatory curriculums when compared to the actual need for baccalaureate degrees in today's job market.
- Failure of students to acquire and possess vocational, technical and academic skills.
- Functional illiteracy still prevails among more than 20 million adults.
- Lack of easy-access, easy-exit educational opportunities for adults and older citizens, with emphasis on life-long continuing education.

Career education, properly implemented, addresses itself to correction of these problems.

The UAW views a person's career as his or her whole lifetime, which includes the various life roles experienced by our populace. With little exception, all persons will be students, family members and citizens, as well as workers. Career education relates to each of these life roles. Students must learn how to learn. This will provide the adaptability competencies necessitated by changing job conditions. Current statistics indicate the average person will change jobs some six times during a lifetime. New skills may be required along with refurbishing of old talents.

Substantial numbers of students in many schools are channeled into the socalled general c urriculums. These curriculums are not geared to any special end result except graduation. Following graduation, these students have neither the ability to acquire entry-level jobs, nor the ability to absorb postsecondary education. Career education provides for acquisition of saleable skills by high school graduates who are not college-bound.

While part of the concept of career education provides that education should be preparation for work, the entire concept also stresses that public education must accomplish other things. Even though work is an important aspect of one's career, it does not represent the totality of lifetime. Cultural, aesthetic, and leisure-time activities must be considered. Earning a living is not the same as living a rich and rewarding life. The skills required to understand and cope with the problems of our culture and society must also be taught, as well as the skills to bring about those constructive changes a viable society constantly needs.

Development of the career education philosophy has been intensified by passage of legislation to promote it. The federal career education statute became law in August 1974. Currently, 19 states have either passed or are considering passage of career education legislation. But career education does not occur in a vacuum. Our intolerably high unemployment rate foreshadows the doom of any career education program. It seems clear

that career education can only become meaningful when there are decent jobs available for everyone seeking work. Full employment is a fundamental need, and we need the national commitment to achieve this goal.

Career education is expected to create a citizen who is self-confident and culturally advanced; one who relates well to others, adapts to change, possesses both living skills and job skills, and who can manage the tools of his or her occupation. The UAW endorses the career education philosophy, and is willing to work with educators and others toward its successful implementation.

Council of Chief State School Officers

What Is It?

Career education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career education extends the academic world to the world of work. In scope, career education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of career education includes an awareness of self and the world of work, broad orientation to occupations (professional and nonprofessional), in-depth exploration of selected (occupational) clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

While it is not likely — or desirable — that all people would agree what should be learned in the name of education, most would likely agree that there are several basic purposes inherent in the educational process. The educational process should provide every learner with opportunities:

- To acquire the basic skills essential to all other learning,
- To develop the ability to think in a rational manner,
- To be able to understand how wise choices or decisions are made and
- To develop those attitudes essential to a productive, rewarding and satisfying life.

The Council of Chief State School Officers subscribes to the purposes of education, and believes that career education, as defined in the opening paragraph above, will provide a vehicle that can lead to accomplishment of the purposes. In addition, the council believes that:

Career Education is for All Learners

Career education is not for any one economic, social, ethnic or ability group. It is for learners of *all* economic, social and ethnic backgrounds. It is for *all* levels of ability. It is learner centered, and seeks to achieve the goals of justice and equality of opportunity in education.

Career Education is in All Levels of Education

Career education is included from kindergarten through university education and in adult continuing education. It is infused into the regular curriculum and it enriches the traditional disciplines.

Career Education Includes All Work — Both Paid and Unpaid

Career education provides job-entry skills to all learners prior to or upon leaving the educational system. It provides awareness of all occupations and professions. It provides preparation for those occupations requiring minimal knowledge and skills and those professions requiring very high levels of specialized competence.

Career Education Includes the Total Community

The environment and resources for career education include both the school and the total community. Education does not take place in a vacuum. Learning occurs at all times. No single agency or institution should attempt to assume full responsibility for all aspects of education.

Career Education is Lifetime Education

Career education is education that is intended to meet career needs at every stage during one's life.

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Education Commission of the States

The Education Commission of the States is a nonprofit organization formed by interstate compact in 1966. Forty-six states, American Samoa, Puerto Rico and the Virgin Islands are now members. Its goal is to further a working relationship among governors, state legislators and educators for the improvement of education. This report is an outcome of one of many commission undertakings at all levels of education. The commission offices are located at Suite 300, 1860 Lincoln Street, Denver, Colorado 80295.

It is the policy of the Education Commission of the States to take affirmative action to prevent discrimination in its policies, programs and employment practices.